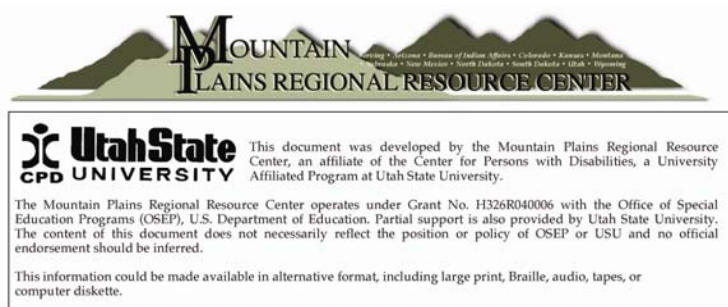


For more information on the State Performance Plan and how you can become involved, contact your local program or the following:

**SD Department of Education
Birth to 3 Connections Program
700 Governors Drive
Pierre, SD 57501
605-773-3678
<http://doe.sd.gov/oess/Birthto3/index.asp>**

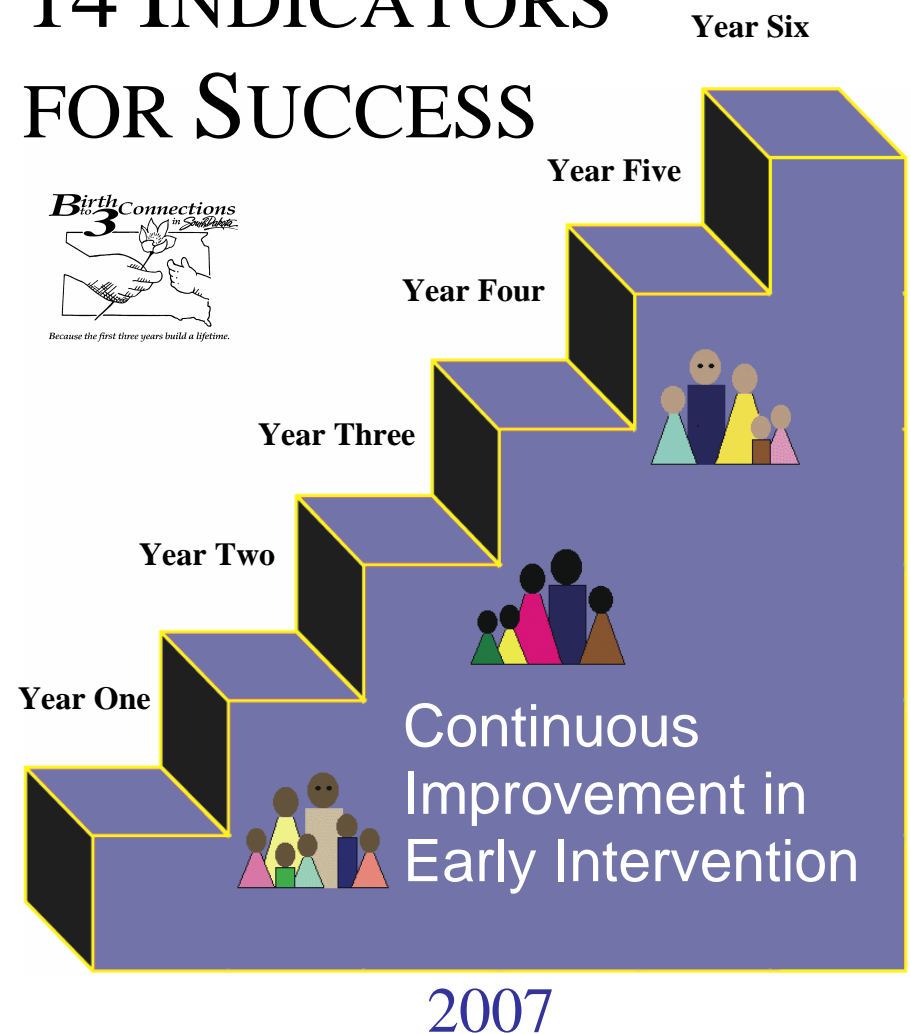
**SD Parent Connections
3701 West 49th Street, Suite 200 B
Sioux Falls, SD 57106
1-800-640-4553 / 605-361-3171
www.sdparent.org**

Developed by John Copenhaver, Director
Mountain Plains Regional Resource Center
1780 North Research Parkway, Suite 112
North Logan, Utah 84341



**South Dakota
Interagency Coordinating Council (ICC)
Involvement in the State Performance Plan
(SPP) and Annual Performance Report (APR)
Part C: Birth to 3 years old**

14 INDICATORS FOR SUCCESS



- ◆ If you are a parent of an infant or toddler receiving services, complete and send in the parent survey that addresses Indicator 4 on parent involvement.
- ◆ Ask programs about their efforts around the SPP indicators.
- ◆ Serve on local program and/or State-level committees or task forces that are addressing certain indicators.
- ◆ Provide advice and suggestions regarding SPP/APR improvement strategies.
- ◆ Visit the South Dakota website to see how the State is doing on relevant indicators.
- ◆ Become actively involved in your child's special education program.
- ◆ Encourage and support State and local programs that improve services for infants and toddlers.
- ◆ Suggest the Special Education Advisory Panel under Part B and the ICC meet once a year to discuss indicators that cross over Part C and Part B.
- ◆ Work as a partner with your State and local early childhood programs.

as soon as possible but in no case later than one year from identification.

Indicator 10 — Signed written complaints with reports issued were resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Indicator 11 — Fully adjudicated due process hearing requests were fully adjudicated within the applicable timeline.

Indicator 12 — Hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

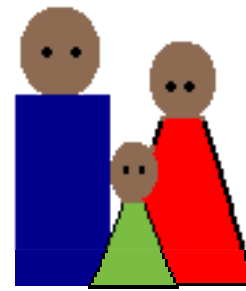
Indicator 13 — Mediations held resulted in mediation agreements.

Indicator 14 — State reported data are timely and accurate.



Possible ICC Strategies in the SPP

- ◆ Have the Part C Coordinator report on the SPP/APR progress at each ICC meeting.
- ◆ Use data from the SPP/APR to help establish ICC annual priorities.

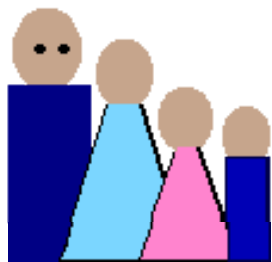


South Dakota Department of Education Interagency Coordinating Council (ICC) Involvement in the State Performance Plan (SPP) and Annual Performance Report (APR) Part C: Birth to 3 years old

There is an important requirement for the South Dakota Department of Education called the State Performance Plan (SPP). Each Lead Agency in charge of Part C services was required to develop and submit a SPP by December 2005. The SPP provides a strategic framework for the Department to improve certain areas of early intervention services should improve services to infants and toddlers with disabilities.

The SPP is made up of 14 performance indicators or areas that the State needs to collect data to determine their level of performance, set targets for improvement, and develop improvement strategies to improve State performance for infants and toddlers with developmental delay or disabilities. Data is collected from early childhood programs, and each year, the South Dakota Department of Education program submits an Annual Performance Report (APR) that reports progress to the U.S. Department of Education on the 14 indicators. **Think of the SPP**

as South Dakota's IFSP and the APR as the annual review of the SPP. The SPP is a six-year IFSP for the State that improves accountability in early childhood early intervention services and improves outcomes for infants and toddlers with disabilities. The U.S. Department of Education requests States to get broad public input on the development and implementation of the SPP. It is critical to have the parent's perspective and experiences reflected in the SPP. What follows is a listing of each indicator and possible parent involvement in the SPP process.



14 Early Childhood Performance Indicators

Indicator 1 — Infants and toddlers with IFSPs receive the early intervention services on their Individualized Family Service Plans (IFSPs) in a timely manner.

Indicator 2 — Infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.

Indicator 3 — Infants and toddlers with IFSPs demonstrate improved positive social-emotional skills, acquisition and use of

knowledge and skills, and use of appropriate behaviors to meet their needs.

Indicator 4 — Families participating in Part C report that early intervention services have helped the family know their rights, effectively communicate their children's needs, and help their children develop and learn.

Indicator 5 — Percent of infants and toddlers birth to 1 with IFSPs compared to other States with similar eligibility definitions and national data

Indicator 6 — Percent of infants and toddlers birth to 3 with IFSPs compared to other States with similar eligibility definitions and national data

Indicator 7 — Assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline for eligible infants and toddlers.

Indicator 8 — Children exiting Part C received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday.

Indicator 9 — General supervision systems (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance